**Genetically Modified Food: Debate Rubric**

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| **Category** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| Communication |  |  |  |  |
| Introduction describes concepts/arguments clearly | Introduction describes concepts/arguments with a high level of clarity | Introduction describes concepts/arguments with considerable clarity | Introduction describes concepts/arguments with adequate clarity | Introduction describes concepts/arguments with limited clarity |
| Present arguments in an organized manner | Presentation of arguments demonstrates thorough organization | Presentation of arguments demonstrates good organization | Presentation of arguments demonstrates some organization | Presentation of arguments demonstrates little to no organization |
| Speaks clearly and in an understandable manner | Speaks with absolute clarity; at no point was the audience confused | Speaks with considerable clarity; audience showed very little confusion | Speaks with adequate clarity; audience was occasionally confused | Speaks with limited clarity; audience was often confused |
| Knowledge and Understanding |  |  |  |  |
| Identifies concepts with details/examples | Identifies concepts with thorough use of details and examples | Identifies concepts with suitable use of details and examples | Identifies concepts with passable use of details and examples | Identifies concepts with poor use of details and examples |
| Arguments are logical, with supportive sub-points (two or more) | Arguments are very logical with useful and relevant supporting sub-points | Arguments are logical with suitably supportive sub-points | Arguments are somewhat logical and have adequately supportive sub-points | Arguments have little to no logic with poorly supportive sub-points |
| Correctly uses relevant vocabulary | Vocabulary is correct at all times | Vocabulary is almost always correct | Vocabulary is usually correct | Vocabulary hardly ever correct |
| Inquiry |  |  |  |  |
| Research and evidence support arguments/opinions | Research and evidence are strong and thorough with various sources to support arguments | Research and evidence are from three or more sources and provide solid support to arguments | Research and evidence are from three sources and provide adequate support to arguments | Research and evidence are used little and provide poor support to arguments |
| Counter-arguments use critical thinking | Counter-arguments are well-thought out and make clear use of critical thinking | Counter-arguments are sound and make use of critical thinking | Counter-arguments are acceptable and make some use of critical thinking | Counter-arguments are poor with limited use of critical thinking |
| Evaluates information to reach conclusion | Evaluation of information is well done and conclusion is reached satisfactorily | Evaluation of information is sufficient and conclusion is reached | Evaluation of information is acceptable and conclusion is reached | Evaluation of information is poor and conclusion is somewhat reached |